

Mossy Oaks Elementary

2510 Mossy Oaks Road
Beaufort, South Carolina 29902

Grades	PK-5 Elementary School	
Enrollment	486 Students	
Principal	Donald A. Gruel	843-322-2900
Superintendent	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
Board Chair	Dale Friedman	843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	43	22	3	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Good	Yes
2006	Good	Good	No

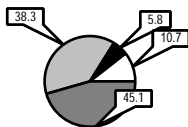
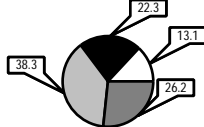
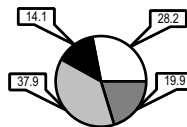
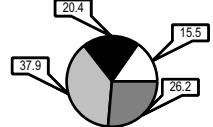
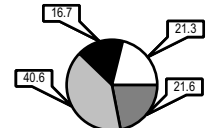
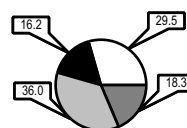
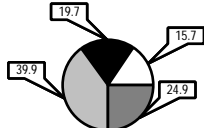
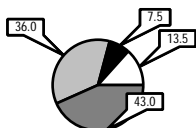
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	227	91.2	6.9	38.8	47.9	6.4	67.0	Yes	Yes
Gender									
Male	110	89.1	6.5	46.7	42.4	4.3	60.9	N/A	N/A
Female	117	93.2	7.3	31.3	53.1	8.3	72.9	N/A	N/A
Racial/Ethnic Group									
White	155	95.5	3.0	38.6	51.5	6.8	70.5	Yes	Yes
African American	58	81.0	15.9	43.2	36.4	4.5	56.8	Yes	No
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	197	99.5	5.6	39.9	47.8	6.7	68.0	N/A	N/A
Disabled	30	36.7	30.0	20.0	50.0	0.0	50.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	91.2	6.9	38.8	47.9	6.4	67.0	N/A	N/A
English Proficiency									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	91.4	6.6	38.8	48.6	6.0	67.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	94	84.0	16.9	50.8	30.8	1.5	47.7	Yes	No
Full-pay meals	133	96.2	1.6	32.5	56.9	8.9	77.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	227	93.4	9.8	38.3	28.0	23.8	67.9	Yes	Yes
Gender									
Male	110	91.8	12.6	35.8	25.3	26.3	66.3	N/A	N/A
Female	117	94.9	7.1	40.8	30.6	21.4	69.4	N/A	N/A
Racial/Ethnic Group									
White	155	96.1	3.8	34.6	30.1	31.6	77.4	Yes	Yes
African American	58	84.5	26.1	45.7	21.7	6.5	43.5	Yes	No
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	197	99.5	6.7	39.3	28.7	25.3	69.7	N/A	N/A
Disabled	30	53.3	46.7	26.7	20.0	6.7	46.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	93.4	9.8	38.3	28.0	23.8	67.9	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	93.2	9.6	38.0	27.8	24.6	68.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	94	88.3	24.6	46.4	15.9	13.0	49.3	Yes	Yes
Full-pay meals	133	97.0	1.6	33.9	34.7	29.8	78.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	227	95.6	28.2	37.9	19.9	14.1	34.0
Gender							
Male	110	94.5	31.4	32.4	20.6	15.7	36.3
Female	117	96.6	25.0	43.3	19.2	12.5	31.7
Racial/Ethnic Group							
White	155	97.4	18.8	37.7	24.6	18.8	43.5
African American	58	89.7	51.9	37.0	9.3	1.9	11.1
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	197	99.5	20.8	41.0	21.9	16.3	38.2
Disabled	30	70.0	75.0	17.9	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	95.6	28.2	37.9	19.9	14.1	34.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	95.5	27.5	38.0	20.5	14.0	34.5
Socio-Economic Status							
Subsidized meals	94	91.5	44.9	32.1	15.4	7.7	23.1
Full-pay meals	133	98.5	18.0	41.4	22.7	18.0	40.6

Social Studies							
All Students	227	95.6	15.5	37.9	26.2	20.4	46.6
Gender							
Male	110	94.5	17.6	34.3	23.5	24.5	48.0
Female	117	96.6	13.5	41.3	28.8	16.3	45.2
Racial/Ethnic Group							
White	155	97.4	8.7	38.4	27.5	25.4	52.9
African American	58	89.7	35.2	33.3	24.1	7.4	31.5
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	197	99.5	10.1	38.2	30.3	21.3	51.7
Disabled	30	70.0	50.0	35.7	0.0	14.3	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	227	95.6	15.5	37.9	26.2	20.4	46.6
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	95.5	15.5	37.5	27.0	20.0	47.0
Socio-Economic Status							
Subsidized meals	94	91.5	29.5	42.3	19.2	9.0	28.2
Full-pay meals	133	98.5	7.0	35.2	30.5	27.3	57.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	81	100.0	8.5	26.8	60.6	4.2	64.8
	4	65	100.0	10.7	50.0	37.5	1.8	39.3
	5	74	100.0	17.1	52.9	30.0	0.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	97.1	13.6	23.7	54.2	8.5	62.7
	4	91	86.8	5.3	40.0	48.0	6.7	54.7
	5	67	91.0	1.9	53.7	40.7	3.7	44.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	81	100.0	11.3	42.3	32.4	14.1	46.5
	4	64	100.0	7.3	41.8	36.4	14.5	50.9
	5	74	100.0	11.4	47.1	24.3	17.1	41.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	18.0	47.5	21.3	13.1	34.4
	4	91	89.0	9.1	28.6	33.8	28.6	62.3
	5	67	92.5	1.8	41.8	27.3	29.1	56.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	81	100.0	26.8	42.3	23.9	7.0	31.0
	4	64	100.0	20.0	38.2	16.4	25.5	41.8
	5	74	100.0	37.1	37.1	11.4	14.3	25.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	32.8	44.3	18.0	4.9	23.0
	4	91	93.4	27.1	29.4	24.7	18.8	43.5
	5	67	94.0	25.0	43.3	15.0	16.7	31.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	81	100.0	21.1	57.7	15.5	5.6	21.1
	4	64	100.0	9.1	54.5	20.0	16.4	36.4
	5	74	100.0	27.1	35.7	17.1	20.0	37.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	11.5	39.3	34.4	14.8	49.2
	4	91	93.4	16.5	36.5	29.4	17.6	47.1
	5	67	94.0	18.3	38.3	13.3	30.0	43.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 486)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.6%	Up from 3.4%	2.3%	2.8%
Attendance rate	96.4%	Up from 96.2%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%	Down from 10.5%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%	Down from 8.7%	0.4%	0.0%
Eligible for gifted and talented	26.5%	Up from 21.2%	16.3%	10.4%
On academic plans	24.0%	N/AV	26.3%	33.6%
On academic probation	0.0%	N/AV	0.6%	1.0%
With disabilities other than speech	6.4%	Down from 7.4%	7.3%	7.5%
Older than usual for grade	0.2%	No change	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	61.3%	Up from 58.6%	56.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.8%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.6%	Down from 89.7%	89.3%	87.3%
Teacher attendance rate	94.8%	Up from 94.7%	94.9%	94.9%
Average teacher salary	\$47,919	Up 3.0%	\$43,841	\$42,485
Prof. development days/teacher	13.7 days	Up from 11.5 days	12.3 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.5 to 1	19.9 to 1	18.6 to 1
Prime instructional time	89.2%	Up from 87.9%	90.1%	89.7%
Dollars spent per pupil*	\$6,364	Down 5.2%	\$6,163	\$6,557
Percent of expenditures for teacher salaries*	67.9%	Up from 66.6%	64.2%	64.0%
Percent of expenditures for instruction*	70.2%		69.0%	69.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	N/R	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The highlight of our year was being awarded the Palmetto Silver award from the South Carolina State Department of Education for raising our school improvement rating three levels over the previous year. We welcomed seven new staff members this year, an unusual occurrence since there is usually very little staff turnover at Mossy Oaks. The faculty worked well as a team to problem-solve issues and remain abreast of current trends in education.

Mossy Oaks remains a year-round traditional school that emphasizes measurable academic progress for each child. Teachers became more proficient in using data to make informed instructional decisions. The results of the MAP testing were used to target student needs in particular and curriculum issues in general on each grade level. We continued to emphasize reading throughout the school, and we awarded numerous prizes this year in our Accelerated Reader program. School-wide, there were 29,571 quizzes passed with an overall average of 87% correct. Academic success is noted with an awards assembly held quarterly for grades K-5. Hundreds of awards were given to deserving students in the areas of attendance, academic growth, behavior, reading achievement, and physical fitness.

Our school is committed to early childhood education, as we believe that a strong foundation is critical to future academic success. Our Kids Club attendance grew steadily throughout the year with almost 200 people attending our culminating activity this spring. The Alphabet Junction program, which targets kindergarten students in a 2-1 student-teacher ratio remains a model for our district and state. Data gathered from this program indicates that the ambitious goals of this program are being met and exceeded.

We work hard to help each child make choices to put them in the right place at the right time doing the right thing. Each morning the students say a respect pledge, and we continue to emphasize the character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship. Our Encouragers Club was recently recognized as having the strongest program district-wide in service learning for elementary school students.

Our PTO and School Management teams remained active throughout the year and provided many opportunities for bringing together our Mossy Oaks family. A highlight of the school year was the Sock Hop, which proved to be a fun time for all involved. The School Management Team assisted in analyzing survey results and is already working to formulate goals for the next school year. We are grateful for a strong cadre of dedicated parents who work tirelessly to make Mossy Oaks a wonderful school.

The 2006-2007 school year promises to be one of challenge and excitement as we open school for the first time in 2 years not under construction. We are thrilled with the renovations that have been made on our school, and we are appreciative of a community that cares deeply about the education of its children.

Donald Gruel, Principal

Richard Hampton, School Management Team Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	57	35
Percent satisfied with learning environment	93.9%	86.0%	97.1%
Percent satisfied with social and physical environment	97.0%	73.7%	88.6%
Percent satisfied with school-home relations	97.0%	91.2%	91.4%

*Only students at the highest elementary school grade level at this school and their parents were included.